DOCUMENT RESUME

ED 303 538 UD 026 615

AUTHOR Uyeki, Eugene S.
TITLE Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
INSTITUTION Cleveland Scholarship Programs, Inc., OH.
SPONS AGENCY Cleveland Foundation, Ohio.
PUB DATE Dec 88
NOTE 21p.; Also sponsored by Picway Shoes.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Admissions Counseling; Black Students; College Admission; *College Graduates; *College Preparation; *Economically Disadvantaged; Females; High School Seniors; Males; Minority Groups; Postsecondary Education; Program Evaluation; *Racial Differences; Secondary Education; *Sex Differences; Statistical Analysis; *Student Financial Aid; Surveys; Urban Programs; Urban Schools; Whites
IDENTIFIERS *Ohio (Cleveland)

ABSTRACT

A 20-year retrospective study indicates that the Cleveland Scholarship Program (CSP) has been significant in enabling lower income students to complete a college education at rates higher than those reported for the United States as a whole. CSP provides advisors who work individually with financially disadvantaged seniors in all Cleveland (Ohio) public high schools, and several suburban and Catholic high schools, providing motivation, information, and financial aid packaging. Students need not be in the top academic category. Data were analyzed from survey responses of 633 respondents who had been assisted by CSP and began postsecondary education during the period 1967-1983. Questionnaires had been sent to a random sample of 2,005 students from a pool of 8,205. Summary findings include the following: (1) more than three-quarters of the respondents completed college; (2) more than half were very satisfied with all types of CSP help; (3) older respondents were apt to have attained professional or managerial status in their occupations, and currently live outside the central city; (4) males were apt to have finished college, and be employed in professional occupations; (5) females were apt to have been born and live currently in the central city, and attended college in Ohio; (6) blacks were more apt to have attended four-year colleges, and have been born, work, and live currently in the central city; (7) whites were apt to have enrolled in post-graduate education; (8) respondents from lower income families were apt to have graduated from central city high schools, and completed higher education. Statistical data are included on three tables. (FMW)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED303538

Cleveland
Scholarship
Programs, Inc.

# RETROSPECTIVE SURVEY OF STUDENTS

# ASSISTED BY

# CLEVELAND SCHOLARSHIP PROGRAMS, INC.

# 1967 - 1983

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Eugene S Uyeki
Case Western Reserve Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Eugene S. Uyeki, Ph.D.
Department of Sociology
Case Western Reserve University
Cleveland, Ohio 44106

December 1988

This study was funded by Picway Shoes and The Cleveland Foundation.



BEST COPY AVAILABLE

UD026615

Cleveland
Scholarship
Programs, Inc.
Educational Opportunity
through Financial Aid
and Counsel

1380 East Sixth Street
Cleveland, Ohio 44114-1606
(216) 241-5587

Trustees

Robert M. Ginn
*Chairman*

Robert C. Coplan
*President Emeritus*

Howard A. Steindler
*President*

George M. Humphrey, II
*Vice Chairman*

Wilbur J. Markstrom
*Secretary*

Alvin M. Barkley
Samuel Dolinsky
Jean Forsythe Dye
William W. Faisgraf
Jose C. Feliciano
David B. Goldston
Robert L. Guido
Carl C. Heintel
David S. Knapp
Middleton H. Lambright, Jr., M.D.
James G. Lubetkin
Theresa D. Miller
Harvey G. Oppmann
Peter R. Osenar
Leigh H. Perkins
Larry D. Randall
Robert H. Rawson, Jr.
Leo R. Reichard
John A. Shields
Philip M. Shupe
Robert L. Soltz
Jane R. Tresville
Alfred D. Tutela
Ralph S. Tyler
Danny R. Williams

Allen C. Holmes
*Trustee Emeritus*

Christina R. Milano
*Executive Director*

Betty D. Farmer
*Development*

Juanita C. Storey
*Financial Aid*

Helen M. Trutko
*Advisory Services*

Dorothy J. Valerian
*Public Relations*

Grace S. Weidenthal
*College/Career Services*

Since its founding in 1967, Cleveland Scholarship Programs (CSP) has worked to assure access to higher education for capable but financially disadvantaged students in Greater Cleveland. Lack of mentors and the complexity of the admissions and financial aid process are barriers to these students, the majority of whom are the first generation in their families to attend college. CSP's professional advisors work individually with seniors in all Cleveland Public high schools and several suburban and Catholic high schools, providing motivation, information, and financial aid packaging. CSP grants are available to eligible students throughout college.

The following reports the findings of a 20-year retrospective study of students assisted by Cleveland Scholarship Programs. The research and report of findings were prepared by Eugene S. Uyeki, Ph.D., Professor of Sociology, Case Western Reserve University; the project was funded by grants from Picway Shoes and The Cleveland Foundation.

Christina R. Milano
Executive Director

December 1988

## INTRODUCTION

This is a report of findings from a retrospective study of students who were assisted by Cleveland Scholarship Programs (CSP) and began postsecondary education during the period 1967-1983. The latter year was chosen in order to include in the survey the most recent cohort of students assisted by CSP who could be expected to finish the normal four years of college by June of 1987.

The financial aid director of CSP explains: "CSP traditionally works with students who show motivation and potential for successfully completing a postsecondary course of study, although they need not be in the top academic category. This course may be vocational or college. In recent years, a minimum grade point average of 2.5 (out of 4.0) has been established because experience suggested that students graduating with a lower grade point average are at high risk of having academic difficulties. In recent years, CSP advisors have also served seniors in several suburban and Catholic high schools."

Approximately 39,000 students were served by CSP during this period. Of these, 8,205 were designated as CSP "finalists" and were eligible for grants from the program. These students were listed alphabetically and a random sample of 2,005 was drawn. Addresses were located for 1,853 students and questionnaires were mailed in January 1988 to former CSP students across the country. A second mailing was made when approximately 450 questionnaires had been returned. Another 188 questionnaires were returned as undeliverable. The 633 questionnaires which were returned by April 1, 1988, compose the sample on which this analysis is based. The return rate based on the 1,665 questionnaires (subtracting the 188 which were returned as "undeliverable" by the postal service) is 38.0%. The questionnaires were ordered by date of return. The first half were compared with the second half on characteristics such as sex, race, age, income, and percentage finishing college. The frequencies were similar.

No comparable studies exist of a similar sample of economically disadvantaged high school graduates whose high school academic performance was average to good, not excellent, to assess the adequacy of the return rate of 38.0% of this study. Mailed questionnaires have varied in their return rates, depending upon the population sampled as well as the length of the questionnaire. In 1978, an analysis of 126 mail questionnaire surveys found response rates ranging from 25% to 68% for about 95% of the studies. These studies, for the most part, sampled respondents from an available listing of addresses. Such a listing was not available for this study since CSP had not made a systematic effort to keep in touch with students it had assisted. It was necessary, therefore, to locate individuals, many who had moved to other parts of the United States, and some whose last contact with CSP was 20 years ago. In this context it is perhaps remarkable that there was a return rate close to 40%.

A more difficult question to answer is whether those returning questionnaires were different in significant ways from those who did not return them. A certain number may not have received the questionnaires because the address provided by the Credit Bureau Services of Northeastern Ohio, Inc. may have been incorrect even though the address was traced through a social security number. Some may have moved in the interim. CSP records permitted the categorization of students into three categories: (1) those who received financial aid counseling and no grant assistance, (2) those who received counseling and one grant, and (3) those who received counseling and two or more grants. As we expected, those who were provided greater assistance by CSP were more apt to return questionnaires than those who received little aid or none at all. Since CSP has not kept other data on students it has assisted, a comparison of the characteristics of those who did and who did not return questionnaires cannot be made. Budgetary limitations prevented a systematic follow-up of those who did not return questionnaires. It seems useful to note these observations when interpreting the findings.

About 80% of the sample reported finishing a 4-year college and 64% a 2-year college. These seem like rather high estimates to generalize to the sample of 2,005. We know that those who received more aid were more apt to have enrolled in 4-year colleges and to have graduated than other respondents. We can make another estimate using known data about college graduation for a part of the original 2,005 in combination with different rates of graduation reported by students by different types of CSP assistance. Of the original 2,005, CSP has information that 860 (42.9%) had finished college. This provides a minimum estimate of those who had graduated, but this includes both 2- and 4-year colleges. The survey found that of the students CSP had "known" to have graduated from 4-year colleges, 94.1% actually reported that they had.

The survey also found that 81.3% of others who had been given "some financial assistance" by CSP and 36.7% of those who had been given "little financial assistance" had graduated from 4-year colleges. (There were 70 of the 2,005 who did not receive any assistance from CSP, but only 14 returned questionnaires. The number was too small to make reliable estimates of graduation rates and this group was left out in making these estimates.) We multiplied the number of 4-year college attendees in each of the different types of CSP-assistance categories by the applicable rates of graduation to estimate the number of 4-year graduates. The total for the three categories yielded an estimate of 1,328 graduates among 1,751 students who enrolled in 4-year colleges, or a graduation rate of 75.8%. The estimate of 66.7% graduation for 2-year college attendees was made by combining the 2-year graduates in each CSP assisted category in the survey since the numbers were small.

To summarize, the estimates of graduation rates which we can use in projecting to the original 2,005 are:

| | 4-year | 2-year |
|---|---|---|
| 1) The results from the survey: | 80% | 64% |

| | | |
|---|---|---|
| 2) By using known percentage of graduates and estimating for other categories of CSP assistance to students by using graduation rates from survey | 76% | 67% |

If we assume that the 633 who returned questionnaires is a random sample of the 2,005, in 99 out of 100 cases (.01 level of statistical significance) the percentage of 4-year college graduates should be within 69% and 83%. A similar estimate for 2-year college graduates ranges between 48% and 86%.

SUMMARY DESCRIPTION OF THE SAMPLE

The sample consisted of 35.9% males and 63.8% females; 39.0% were white, 56.9% black, with a few Hispanic-Americans and Asian-Americans. Grouped by age, 27.8% were less than 25, 38.7% were 26-30, 19.7% were 31-35 and 13.6% were 36 or older. Most (78.0%) were born in Cleveland, another 3.5% in the metropolitan area; a few more (2.2%) were born in other parts of Ohio; 13.6% were born elsewhere in the United States, and 2.1% abroad. About two thirds currently live in the Cleveland area -- 37.9% in the city and 27.0% in the suburbs. Another 13.1% live elsewhere in Ohio and 21.3% in other parts of the United States. About 3 out of 5 (59.2%) of the respondents work in the Cleveland SMSA and 2 out of 5 (42.5%) work in the city of Cleveland.

About 4 out of 5 who went to 4-year colleges graduated and over 3 out of 5 who went to 2-year colleges graduated. Most have attended public colleges or universities (61.8%) although some have finished at selective institutions such as Yale or Cornell and received degrees from professional schools such as the University of Michigan. The largest percentage of

majors was in business, reported by 21.3% of the respondents, followed by social sciences with 15.6%, education with 14.8%, sciences and engineering with 12.0%, humanities with 11.7%, and health sciences with 7.9%. Another 16.7% reported other majors.

The respondents have done quite well in educational achievement. More than 9 out of 10 have attended a 4-year college, graduated, or have gone further to graduate or professional school. More than 1 out of 4 have gone on to postgraduate work. Specifically, the respondents reported the following in regard to their highest educational attainment: 3.2% finished just a vocational program, 0.9% attended junior college, 3.2% finished a 2-year college, 18.0% attended a 4-year college, 46.8% finished a 4-year college, 8.7% have taken some graduate work, and 17.4% have a graduate or professional degree.

More than 3 out of 5 (62.1%) of the respondents report they are working in professional or technical occupations such as law, medicine, engineering, 10.6% in clerical/secretarial occupations, and 6.8% in proprietary or managerial occupations. Most work in private industry, 40.1%, followed by government, 23.2%, and the non-profit sector, 14.7%. Just a very few, 5.4%, work for themselves.

CONTACT WITH CSP

What were the ways in which the students came in contact with CSP? The vast majority of respondents, 85.3%, reported that they learned about CSP through their guidance counselor. A few more, 6.0% learned about CSP from a teacher as well as from a classmate, 3.3%. Publicity brochures and announcements were the ways in which 9.5% of respondents learned about CSP. It appears that the most efficient way for CSP to get in touch with students is through personal contacts, particularly the guidance counselor. Still, almost 1 out of 10 learned about CSP through publicity brochures and pamphlets. Such efforts complement the personal contacts.

What kinds of services did the students receive from CSP? Assistance with forms was the service most frequently reported, by 64.6% of the respondents. Counseling support was reported by 48.7%, information about specific colleges and universities by 40.9%. Information about specific vocational programs was cited by 3.5% of the respondents.

Almost 4 out of 5 respondents, 79.1%, reported receiving CSP grants. Assistance in paying fees such as housing deposits and acceptance fees was mentioned by 19.4%, assistance with loans by 29.7%. Only a few respondents, 4.7%, reported that they did not receive any financial assistance from CSP.

In addition to the modest CSP grants ranging from $100 to $900, how did the students finance the rest of their education? The most frequently reported source of additional funds were savings from work by the students, reported by 75.8%. The next most frequently reported sources were federal grants such as BEOG (now Pell) by 66.8% of the students, and scholarships and grants from colleges and universities by 59.7%. Other sources reported were Ohio grants by 55.0%, college or university loans by 43.0%, bank loans by 44.5%, and assistance from family by 42.8%. Like most others, these students utilized multiple methods to finance their higher education. When asked to indicate the most important source, federal grants were mentioned by 30.6% of the students. This suggests that although funds from work were cited most frequently as one of the ways they financed their education, federal government grants were seen as the most important source. Other sources cited were college grants and scholarships by 17.4%, bank loans by 12.5%, funds from work by 10.1%, and family help by 9.6%. CSP grants were more important, cited by 4.5% of respondents, than Ohio grants, cited by 3.8%, in financing their college education.

## PAST AND PRESENT SITUATION OF CSP-ASSISTED STUDENTS

Several questions were asked in order to characterize the family backgrounds of the respondents. The largest percentage, 43.6%, came from

families whose annual income was between $5,000 and $14,999. Respondents whose families had annual incomes between $15,000 and $24,999 composed the next largest segment, 31.3%. About 1 out of 10 came from families with annual incomes of less than $5,000 (10.6%) and 11.4% from families with more than $25,000.

The family contexts at the time the students entered college or vocational programs appear to be predominantly one of stability. Almost 6 out of 10 respondents, 57.8%, reported that both father and mother (or stepfather or stepmother) were at home. The next largest percentage reported that only the mother was at home, 35.9%. Only a small percentage, 2.4%, reported that only the father was at home. (In both cases, the question allowed for the possibility that it was a stepmother or stepfather.) A somewhat larger percentage, 3.2%, reported that grandparents were at home. The same percentage, 3.2%, reported that someone else was at home, and 1.1% reported that they lived alone.

Regarding the highest educational attainment of their fathers and mothers, the respondents reported the following: among the fathers, 21.0% completed 8th grade or less, 17.9% had some high school, 35.7% were high school graduates, 9.5% had some college education, 4.7% were college graduates, and 2.4% had graduate degrees. Among mothers, 11.5% completed 8th grade or less, 19.4% had some high school, 43.3% were high school graduates, 16.0% had some college education, 5.5% were college graduates, and 2.7% had a graduate or professional degree. The mothers of the students appear to have been more highly educated than the fathers.

It is significant to note that somewhat more than 5 out of 10 (55.3%) of the respondents were the first ones in their families to attend college. There is a hint that sisters were more likely to have gone on to college both before and after the respondents; 14.4% of brothers and 16.4% of sisters before the respondents and 16.1% of brothers and 23.7% of sisters after the respondents.

The students selected a range of colleges and universities. The vast majority, 91.2%, enrolled in 4-year colleges. Another 7.0% attended 2-year colleges. More than 3 out of 5 (61.5%) attended public colleges or universities and the rest enrolled in private institutions. More than 8 out of 10 (84.7%) attended colleges and universities in the state of Ohio.

As reported earlier, the most frequently reported major in college was business, followed by social sciences, education, sciences and engineering, and the humanities. Health majors were reported by 7.9% of the students. When compared with majors for all undergraduates in 1978-79 (Astin, A. W. MINORITIES IN AMERICAN HIGHER EDUCATION, 1982, pp. 58-9), the majors of the CSP assisted students were similar.

More than three quarters of the respondents finished college, with completion rate being higher for 4-year colleges, 79.9%, than for 2-year colleges, 63.6%. (Note the differential estimates and ranges which are detailed earlier.) Among CSP-assisted students who attended 4-year colleges, the completion rates are 85.1% for white respondents and 76.3% for black respondents. These are higher completion rates than those reported in other studies. The estimates of college completion rates in 1976 (four years after entering in 1972) for a sample of college students was 34% for white students, 24% for black students, and 13% for Hispanic students (Astin, p. 40). Since many students take longer than four years to finish college, the completion rates of the most recent cohorts of CSP students are probably higher. Another estimate utilizes the proportion of the population ages 25-29 who completed college (Astin p. 40) during the period 1974 to 1979 which range from 22-25% for white adults, 8-12% for black adults, and 6-10% for Hispanic Americans. The estimates of college completion rates are 50.0%, 42.0%, and 31.3%, respectively for the three groups. The completion rates for the CSP-assisted students compares quite favorably even with these latter estimates.

We asked about group memberships in order to assess the extent of the respondents' involvement in the community. The question was, "Are you actively involved in any of the following groups?" A listing of different types of groups followed and the respondents were asked to indicate if a member or an officer. Religious groups were the most frequently cited, by 27.5%; followed by business or labor organizations, by 22.2%; PTA, Scouts and other child related groups, by 17.8%; community or block organizations by 16.0%; groups concerned with particular issues such as tax reform, welfare, drug abuse, etc., by 14.6%; and ecology or environmental groups by 4.7%. The percentage of respondents who were officers was a very small percentage for each of these groups.

ASSESSMENT OF CSP ASSISTANCE

The respondents generally seem to be quite pleased with their experiences with CSP. More than 50% were "very satisfied" with assistance with counseling, grants of funds, assistance with forms, and almost as many with other types of help. If those who were "somewhat satisfied" are included, the percentages range from 88.3% satisfaction with assistance with forms to 79.0% satisfaction with other types of help.

Among the respondents, CSP assistance in "going to college" was cited as "very important" by 52.8% of the respondents, "thinking about college" by 36.2%, and "finishing college" by 34.8%. When the endorsements of "somewhat important" are also included, the percentages go up to 81.7%, 62.7%, and 63.3% respectively. The role of CSP which is perceived as most important by respondents is assistance in going to college. The high levels of satisfaction reported for this service suggest that CSP has performed this role very well.

The respondents were asked if assistance from CSP would have been more effective if it had been earlier, and if so, what grade would have been a better time. It is rather interesting that only somewhat more than one third, 36.8%, responded positively. The majority of respondents felt that

the timing of assistance was appropriate for them. Of the 212 who responded affirmatively to the questions about the better grade to contact students, the largest percentage, 38.2%, suggested the 10th grade. The 9th and 11th grade were mentioned by 23.1% and 22.2% of the students who made suggestions.

Respondents were also asked for suggestions about how CSP might be of greater service to junior high and senior high school students. Just about half of the students responded with suggestions. The largest percentage of responses, by 10.3% of the students, was for CSP to publicize its services. The next largest percentage, 7.9%, suggested informing students earlier; followed by 3.5% who suggested that CSP inform students about the expenses of college; 3.2% suggested that CSP inform students about the importance of acquiring a college education to be successful in the modern world.

## RESPONSES BY DIFFERENT CHARACTERISTICS OF STUDENTS

In order to refine the analysis further, the information reported for all students was cross tabulated by characteristics which have been related to differences in attitudes and behavior in many areas of life, including achieved education, finishing college, and occupation. These characteristics are differences in age, sex, race, family income, and high school location. The respondents were classified into four age cohorts, (1) up to age 25, (2) 26-30, (3) 31-35, and (4) 36 and older. Annual family income was classified into four categories, (1) up to $4,999, (2) $5,000 to $14,999, (3) $15,000 to $24,999, and (4) $25,000 and over. The location of the high school from which the respondent had graduated was coded as either the city of Cleveland or elsewhere. Since the numbers of Hispanic Americans and Asian Americans were small, they were excluded from these detailed tabulations. Differences which are statistically significant (Chi-square of .05 or less) are reported below. In interpreting the findings, it should be noted that many of the differences are small, and the overall patterns reported earlier are probably of greater substantive interest.

Those who are older were more apt to have finished college, gone on to professional school, attained professional or managerial status in their occupations, attended high school in the central city, and currently live outside the central city. Sex differences were manifested in that the males were more apt to have attended 4-year colleges, finished college, and be employed in professional occupations. Female respondents are more apt to have been born in Cleveland, live currently in the central city, and have attended college in Ohio. Black respondents were more apt to have attended 4-year colleges (92.8% to 89.9% for whites), been born, work, and currently live in the central city. White respondents were more apt to have gone to colleges in Ohio and to have enrolled in post-graduate education. Differences resulting from family income were few; respondents who come from families with lower incomes were more apt to have graduated from high schools in Cleveland and to have achieved higher education. This is a rather interesting finding since it suggests that the efforts of CSP to assist lower income students have been successful. Graduates of Cleveland high schools were more apt to have been born, work, and live currently in Cleveland than graduates of high schools outside of the central city.

Similar cross tabulations were carried out with respect to the services which CSP provided to the respondents, the means by which students financed their education, as well as the extent to which respondents were satisfied with different services. Only those items which were reported by sufficient numbers of students to permit meaningful tabulations were utilized. These include:

1) counseling assistance
2) assistance with forms
3) information about colleges and universities
4) receiving a grant from CSP
5) receiving a grant from the federal government
6) receiving an Ohio state grant
7) financing their education by work.

The degree of satisfaction with various services was recoded into two categories of "satisfied" and "not satisfied" by combining "very satisfied" with "somewhat satisfied" and "somewhat dissatisfied" with "very dissatisfied." The respondents were asked about:

1) satisfaction with CSP counseling
2) satisfaction with CSP assistance with forms
3) satisfaction with grants from CSP.

The categories for indicating the importance of assistance provided by CSP were recoded into two categories of "important" and "not important" similarly by combining "very important" with "somewhat important" and "not important" with "not important at all." The areas of assistance evaluated were:

1) thinking about college
2) going to college
3) finishing college.

Generally, differences in responses and attitudes were minor among the groups categorized by these characteristics. More males reported having received counseling services whereas more females reported receiving Ohio grants. More black respondents reported receiving counseling assistance, information about colleges and universities, and federal grants. More white respondents reported financing their education with savings from their own work. A greater proportion of those from low-income backgrounds reported receiving both federal and Ohio state grants. Students graduating from Cleveland city high schools more often reported receiving information about colleges and universities. Those who were younger more often reported receiving assistance with forms and federal grants.

There were no differences by sex in the satisfaction with and the extent of importance attached to the various services and forms of

assistance. Black respondents more often reported it was important to receive CSP assistance in thinking about, going to, and finishing college. Those coming from lower income families and graduating from Cleveland city high schools were also more apt to report that these three forms of assistance were important. The youngest and oldest age cohorts -- less than 25, and 36 and over -- reported that they received more assistance with filling out forms, and the youngest cohort was most dissatisfied (least satisfied) with CSP grants and assistance in finishing college. It may be that a larger proportion of the youngest cohort has not had the time to finish college or to put into perspective the assistance they received. It may also reflect the reduced financial grants by CSP in the most recent period. [The CSP director of financial aid explains: In its early years, CSP gave large grants to a relatively small number of individuals. With the growth of the federal financial aid programs in the 1970s, CSP's grant policy changed. Since financial aid was then available to low income students from federal resources, CSP sought to increase its student base by awarding grants only after all other possible aid was received. The result of this policy shift was that smaller individual grants were given to a larger number of students. Thus, the more recent graduates in the survey may well have received less aid from CSP funds while CSP assistance in tapping other resources was more significant to their overall financial situation.]

## ASSESSMENT OF THE EFFECTIVENESS OF CSP

The results reported demonstrate that students who were assisted by CSP have achieved college graduation rates which compare favorably with rates reported for students across the country. They have also distinguished themselves occupationally, and a very large proportion are living and working in Cleveland and the contiguous urbanized area. These former students are making important contributions to this region.

We can undertake some exploratory assessments of the effectiveness of the mission of CSP in two respects, even though definitive conclusions

cannot be drawn from the survey data. First, is CSP serving students who are disadvantaged socioeconomically, regardless of race/ethnicity or sex? Second, what is the role of CSP, relative to other factors, in the achievement of higher education by these students?

We can use the coding by CSP staff to classify the students as to the extent of assistance provided by CSP. There were essentially three classifications: (1) counseling and no grant, (2) a little assistance i.e. counseling and one CSP grant, and (3) more assistance i.e. counseling and more than two grants. Those who were given more assistance returned their questionnaires in greater proportions than those who were given little assistance or none at all. The percentages of the original sample of 2,005 coded in the three categories were 3.5%, 26.8%, and 69.7%, respectively. The percentage of those who returned questionnaires were 2.2%, 18.6%, and 79.1% in the same categories.

These three types of assistance were cross tabulated with age, sex, race, family income, high school location, and the education of father and mother to see if there were significant differences in assistance provided for these groups. It appears that the more recent cohorts, those 30 years of age or less, were given less assistance from CSP than the older cohorts. Those who were provided more assistance were more apt to have come from lower income families, graduated from Cleveland city high schools, with fathers who had achieved lower education. There were no statistically significant differences by sex, race, and education of the mother. With respect to the first question, we can conclude that CSP is providing more services for those respondents of lower socioeconomic status regardless of race or sex than for those of higher socioeconomic status.

Studies of occupational mobility have demonstrated that higher socioeconomic background of parents is related to higher educational and occupational achievement of children, particularly sons (Hauser, R. M. and D. T. Featherman, THE PROCESS OF STRATIFICATION, 1977; Duncan, B. and O. D.

Duncan, "Minorities and the Process of Stratification," AMERICAN SOCIOLOGICAL REVIEW, 1968, pp. 356-64; Hauser, R. M. and D. L. Featherman, "Socioeconomic Achievements of U. S. Men, 1962 to 1972, SCIENCE, 26 July 1974, pp. 325-331).

This general social mobility model was applied by using the socioeconomic variables in the survey as well as two other items. The first was the variable mentioned earlier which differentiated respondents in terms of the assistance given to them by CSP, titled ORCODE. It is particularly of interest because the initial judgment -- as to the degree of assistance offered -- was made by CSP staff on the basis of their records. When achieved higher education was regressed on ORCODE and all of the other types of services provided by CSP, as well as the reported sources of college scholarships, federal and Ohio state grants, ORCODE turned out to be the most important factor. Hence, it was decided to use just this variable to represent degree of assistance from CSP. The second factor, RESTAIDW, was an indicator of initiative by the respondent in financing his/her higher education, thus bringing the contribution of the respondent into the analysis. RESTAIDW noted whether or not the student reported that savings from work was one of the ways he/she financed the rest of his/her education. Socioeconomic variables composed the third set of factors and included the following:

1) FAMINC, differences in family income coded into 4 categories as earlier reported
2) POPMOM, whether or not both father and mother were at home at the time of high school graduation
3) SEX
4) RACE, whether white or black
5) POPEDUC, highest grade finished by father
6) MOMEDUC, highest grade finished by mother
7) HSKLOC, location in the central city or elsewhere of the high school from which the respondent graduated

8) PUBPRIV, public or private status of college attended
9) AGE, of the respondent.

The dependent variable, highest achieved education, HIGHEDUC, of each respondent was regressed on the 11 variables (the 9 socioeconomic ones and ORCODE and RESTAIDW). Only white and black respondents were included in the regressions.

The results clearly demonstrated that ORCODE, the extent of assistance provided students by CSP, was the most important factor. It was the first factor brought into the stepwise regression as well as the factor that explained the largest part of the difference in achieved education by the students. For the total sample of white and black respondents, three factors -- ORCODE, AGE, RESTAIDW -- explained 14.6% of the differences in achieved education. ORCODE explained 9.8%, AGE accounted for another 4.0%, and RESTAIDW another 0.8%. Similar regressions were run for RACE/SEX groups. The total percentage of variance explained and the variables entered into the equation in order of statistical significance for the various groups are as follows:

REGRESSION ON HIGHEDUC

| Variance Explained | | Significant Variables |
|---|---|---|
| Total | 14.6% | ORCODE, AGE, RESTAIDW |
| White Males | 9.0% | AGE |
| White Females | 14.1% | ORCODE, AGE |
| Black Males | 19.7% | ORCODE, AGE, MOMEDUC |
| Black Females | 14.1% | ORCODE, AGE |

For all of the groups except white males, ORCODE was the first entered and it accounted for 11.3% of the total explained variance of 14.1% for white females, 11.0% of the total variance for black males, and 12.1% of the total variance for black females. For white males, the only variable which was included was AGE.

The regressions were also undertaken with all black and white respondents who had attended a 4-year college. The different outcomes were finishing college or not finishing college, FINCLGE. The results were basically quite similar. The results for the various groups, with total variance explained and the variables in order of significance, are as follows:

REGRESSION ON FINCLGE

| Variance Explained | | Significant Variables |
|---|---|---|
| Total | 20.8% | ORCODE, RESTAIDW, AGE |
| White Males | 14.2% | ORCODE |
| White Females | 9.3% | ORCODE |
| Black Males | 14.2% | ORCODE |
| Black Females | 31.7% | ORCODE, RESTAIDW, MOMEDUC, AGE |

The assistance of CSP is more evident in enabling students to finish 4-year colleges than in the total amount of education achieved. ORCODE is the first entered (and only variable entered) for white males as well as for white females and black males.

All 11 of these factors explain from 9.0% to 19.7% of the variation in achieved education and 9.3% to 31.7% of finishing or not finishing a 4-year college of different groupings of the respondents. This suggests that there are still many more factors -- motivational, support by teachers and mentors, etc. -- which are related to finishing college, postgraduate education, and occupational achievement by the respondents, in addition to those addressed in the survey. This should be kept in mind. Still, ORCODE, or differential assistance provided by CSP appears to be an important one of the several factors in the educational achievement of this group of respondents. These two points -- the existence of other factors and the importance of CSP assistance -- are also confirmed when the regressions are run without ORCODE. The total amount of variance explained is somewhat smaller without ORCODE and more socioeconomic variables become

statistically significant. Some of these variables -- such as age, the education of father or mother, and the importance of self work -- imply the importance of social psychological factors.

We can conclude that the various forms of intervention by CSP have been most important in enabling lower income students who may not be at the top of their classes to finish college education at rates which appear to be higher than those reported for the United States as a whole.

Cleveland Scholarship Programs, Inc.

1380 East Sixth Street
Cleveland, Ohio 44114-1606
(216) 241-5587